

Special Educational Needs and Disability (SEND) Policy



STATEMENT OF INTENT

Our vision is to promote the love of learning in order to maximise the life chances of every child in our Trust. Through nurturing, high expectations and skilled teaching, we will have a lasting and positive impact on our local and wider community.

Under the Equality Act 2010 and the Public Sector Equality which came into force in April 2011, the Trust has due regard, to the need to eliminate discrimination and other conduct, advance of opportunity and to foster good relations.

All our Trust schools are Gold Rights' Respecting schools. By becoming Rights' Respecting schools, we have adopted a coherent values framework which shapes the ethos and curriculum of the school. In our learning, teaching, action and word, we recognise and support the rights of all children, and celebrate diversity. This and our core values of trust, excellence, aspirations, collaboration and honesty underpin our educational provision. This enables us to improve self-esteem, enhance moral and academic development, improve relationships and behaviour, reduce prejudice, and develop global citizenship.

COMPLIANCE

This policy complies with the statutory requirement laid out in the Special Educational needs and disability (SEND) Code of Practice: 0 to 25(*July 2014*), and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools – (*DfE May 2014*)
- SEND Code of Practice 0 to 25 (July 2014)
- Schools SEN Information Report Regulations (2014)

DEFINITIONS

Children have special educational needs if they have a *learning difficulty* that calls for *special educational provision* to be made for them.

Children have a disability if they are prevented or hindered from making use of facilities of a kind generally provided for others of the same age.

The SEND code of practice: 0-25 years 2014, defines Special Educational Provision as:

- Provision which is additional to or different from that made generally for children of their age.
- A pupil may have a disability under the Equality Act 2010 and, if so, there must be consideration given to what reasonable adjustments can be made.

Identifying and assessing children whose first language is not English requires particular care. Pupils who have English as an additional language should not be considered to have a learning difficulty solely because English is not their first language.

SPECIAL EDUCATIONAL NEEDS AND DISABILITY – SCHOOL INFORMATION

The CEO/Executive Head Teacher has overall responsibility for Special Educational Needs and Disability (SEND) in all TEACH schools, alongside the Head of School.

The Trust Inclusion leaders have day-to-day responsibility for SEND.

Further SEND information can be located in the annual school information report for our TEACH Trust schools. These are available on each school's website and via the Poole Family Information Directory. <http://www.poolefamilyinformationdirectory.com/kb5/poole/fis/home.page>

AIMS AND OBJECTIVES

All TEACH staff, Trustees and governors have high aspirations for all the children identified as having SEND in our schools no matter what their needs or abilities. We strive to ensure that all the children achieve their best and become confident individuals living fulfilling lives.

We are a Rights Respecting Trust and work with due regard for the principles of the United Nations Convention on the Rights of the Child in particular articles 23, 28 and 29. These articles describe the rights of all children to have an education that develops their "personality, talents, mental and physical abilities to their fullest potential" and the rights of children with special needs to have conditions which ensure "dignity, promote self-reliance and facilitate the child's active participation in the community".

We aspire to ensure all children are part of a fully inclusive environment and actively strive to advance the equality opportunities for every single child.

AIMS

- To provide access to and progression within the curriculum for all children.
- To provide quality training for staff that suggests strategies that help them to support children with special educational needs and disability, to ensure they can properly access the curriculum.
- To create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all children can thrive.
- To enable each child to take part and contribute fully to school life.
- To work in partnership with parents and carers.
- To develop individuals' self-esteem.
- To identify at an early age, individuals who need extra help and support.
- To involve children in planning to address and monitor their special educational needs and or disability.

OBJECTIVES

- To place every child at the heart of our inclusive management and provision of support.
- To identify and provide for children who have special educational needs and additional needs, so they can access the curriculum.
- To provide support and advice, to all staff on special education needs and disabilities and how to provide 'ways in' to that curriculum.
- To ensure close links with families are encouraged and maintained.
- To work within the guidance provided in the SEND Code of Practice, 2014.

ROLES AND RESPONSIBILITIES

The TEACH Trust Board and relevant staff will exercise their duty and have regard to the Children and Families Act 2014 and the Equality Act 2010. This includes ensuring that the school publishes up to date information regarding:

- supporting disability
- managing medical conditions

- equality
- accessibility
- the SEN policy
- the annual School Information Report for TEACH Trust

STAFF WILL:

- Be responsible for meeting the needs of all pupils in their class, including those with SEND.
- Be well trained and well prepared to meet the needs of all children in their care.
- Design challenging and inclusive opportunities for all children.
- Collaborate effectively with children, parents, carers and outside agencies when drawing up effective plans for children as part of the graduated response.
- Encourage children to explore their aspirations and set measurable targets.

THE INCLUSION LEADERS AND SEN SUPPORT TEAM WILL CO-ORDINATE PROVISION BY:

- Working with staff and families in identifying needs and providing support
- Leading staff training to develop and improve practice.
- Briefing the leadership team and Trust board on issues relating to SEND
- Ensuring that EHC plans are implemented where appropriate.
- Ensuring extra training is offered to staff dealing with pupils
- Liaising regularly with class teachers, support staff and the Pastoral Care team
- Ensuring external advice is implemented
- Monitoring assessment, progress, targets and individual support packages
- Supporting staff with the provision for pupils with SEND
- Co-ordinating and supporting the team of SEND assistants
- Liaising with relevant agencies
- Attending multi agency meetings and co-ordinating work with outreach services
- Attending transition meetings
- Liaising with feeder and destination schools
- Ensuring SEND and Pupil Premium registers are up to date

ADMISSION ARRANGEMENTS

All TEACH schools use the local authority arrangement for School Admissions. The agreement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school. In addition, we make appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, our schools liaise with the local authority, health services and parents/carers to ensure that appropriate arrangements are made to meet individual medical conditions.

FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY

The school has an Accessibility Plan that is monitored, reviewed and reported upon to the TEACH Trust board in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as detailed in 'The Equality Act 2010 and schools – (May 2014)'. We comply with the requirement to support children with disability as defined by the Act.

Each TEACH Trust school has a range of specialist SEND facilities and resources, a summary of these are included in the annual School Information Report for the Trust.

SEN INFORMATION AND LOCAL OFFER

Each TEACH Trust school's website holds information about SEND and specific information about how children with SEND are included. We comply with the statutory requirement to publish SEND information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25. This information is kept under review and updated regularly in liaison with parents/carers, Trustees and staff.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The SEND Code of Practice: 0 to 25 (*July 2014*) identifies SEND under four broad areas of need (sections 6.28 to 6.35):

- Communication and Interaction (C&I).
- Cognition and Learning (C&L).
- Social, Emotional and Mental Health difficulties (SEMH).
- Sensory and/or Physical needs (PD).

Some children may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements.

Identification and assessment

The Inclusion leaders will oversee this through:

- liaison with feeder settings and schools
- tracking and analysis of assessments
- target setting and regular review of the progress of pupils
- close working with parents and external agencies
- screening for additional needs
- overseeing individual education plans (IEPs)
- referrals to external agencies and specialists

The **majority** of children with special education needs or disability will have their needs met by the school.

Our staff are responsible and accountable for the development and progress of the children in their class, including where they access support from Teaching Assistants or specialist staff.

High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have learning needs. We regularly review the quality of teaching for all children, including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a child may have special educational needs. If a child has been identified as having special educational needs, a plan will be actioned and the school will keep a careful record of this in order to monitor progress. The pupil will be placed on the school's SEND register at Universal School Support Level in line with the Code of Practice.

Where it is decided that a child does have SEND, the child's parents/carers **must** be informed that special educational provision is being made.

The Inclusion Leaders will use the Trust's tracking system and comparative national data and expectations to monitor the level and rate of progress for children identified with SEND.

Staff monitor the progress of all children to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on

learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies.

Some examples of other influences upon progress:

- attendance and punctuality
- health and welfare
- having English as an Additional Language
- Pupil Premium entitlement
- being a child in care
- being a Service child
- being adopted from care or previously in care
- behaviour where there is no underlying SEND
- bereavement and family issues

MANAGING SEND CHILDREN IN OUR SCHOOL

Where a child has been identified as having a special educational need and or a disability, our schools adopt a process of “Assess, Plan, Do, Review”. This approach is evident in the SEND Code of Practice: 0 to 25 (July 2014) sections 6.45 to 6.56. This principle is firmly embedded in working closely with parents/carers and children to agree actions and monitor individual progress over time so that special educational needs for all children are addressed appropriately, effectively and with good outcomes.

Arrangements for accessing a broad and balanced curriculum

- Quality First Teaching by the class teacher
- A broad curriculum that is exciting, involving and appropriately differentiated having different ‘ways in’.
- A range of teaching approaches that address different learning styles
- Flexible grouping
- Timetable adjustment
- Teaching Assistants trained in specific interventions
- Small out of class interventions
- Pastoral and ELSA support
- Specialised equipment, resources or software to enable access or address need
- Advice and support from BCP Outreach Service
- Transition support programmes
- Interagency working to ensure we provide appropriate support packages for children

MONITORING AND EVALUATION OF SPECIAL EDUCATIONAL NEEDS & DISABILITY

- Provision will be reviewed regularly depending on the needs of the individual child
- Assessments are made regularly to ensure progress is being made within class
- Interventions delivered by trained TAs will be regularly assessed and reviewed to ensure appropriate progress is being made
- Assessment reports from the senior leadership team is presented to Trustees regularly
- Drop ins, lesson observations and pupil conferencing can be used to monitor provision and progress
- Annual SEND conferencing with class teachers and the Inclusion leader to ensure high quality provision is implemented

REMOVAL FROM THE SEND REGISTER

A child will be removed from the SEND register if they have made sufficient progress over a period and are able to access the curriculum successfully, without additional support.

For some children it is possible that they will dip in and out of additional support throughout their school experience; parents will be consulted at each stage if support is provided or when it will cease.

A child with an EHC Plan will follow the statutory guidance for ceasing an EHC Plan as set out in the Code of Practice. The local authority determines the ceasing of an EHC Plan where a child no longer requires the special education provision as specified in the EHC Plan.

Once removed from the register, a child's progress will continue to be monitored through the TEACH Trust tracking system to ensure they are making appropriate progress.

STORING AND MANAGING INFORMATION

All data including data stored electronically is subject to Data Protection law.

All paper records will be held in line with the Trust's policy/protocol on security of information.

SUPPORTING CHILDREN WITH MEDICAL CONDITIONS

Our schools work within the statutory guidance, Supporting Pupils at School with Medical Conditions – (*DfE April 2014*). We will comply with the duties specified under the Equality Act 2010. Staff and Trustees understand they are expected to make reasonable adjustments in order to accommodate children who are disabled or have medical conditions.

TRANSITION ARRANGEMENTS

All TEACH Trust schools are committed to ensuring that parents/carers have confidence in the arrangements for their children on entry to our schools, in the year to year progression and at the point of exit and transition to the next school. Staff will discuss these arrangements with parents/carers and agree the information that should be passed to the next phase of education. Further details regarding transition are included in the Trust's School Information Report.

TRAINING AND RESOURCES

Training needs are identified through a process of analysis of need of both staff and pupils as and when required. For example, the school may seek possible involvement from external professionals to deliver training and support in specific areas of special educational needs and disabilities.

The Inclusion leaders have all completed, or are in the process of completing, the National Award of SEND Co-ordination, and can provide information on specific needs for staff. They network for personal training through opportunities provided through the BCP SENDCo networks and forums.

Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals. For example, training provided from the diabetes nurse.

REVIEWING THE SEND POLICY

The Trust's SEND school information reports are updated annually. THE SEND policy will be reviewed regularly in co-ordination with Trustees and staff. TEACH Trust will consider feedback from parents, carers and children.

LINKS TO OTHER RELATED POLICIES

- Accessibility Plan
- Equality Policy
- Attendance Policy
- Child Protection and Safeguarding Policy

- Anti-bullying Policy
- Behaviour Management Policy
- Data Protection and Confidentiality Policy
- Physical Intervention Policy

WEBSITE DETAILS FOR EACH OF THE TEACH TRUST SCHOOLS

Ad Astra Infant School	http://www.adastra.poole.sch.uk/
Canford Heath Infant School	http://www.chis.poole.sch.uk/
Canford Heath Junior School	http://www.chjs.poole.sch.uk/
Haymoor Junior School	http://www.haymoor.poole.sch.uk/

Complaints Procedure (please refer to www.gov.uk)

If you want to complain about a school's SEND support, you should do it while your child is still registered at the school.

This includes complaints that the school has not provided the support required by your child's SEND Educational, Health and Care plan (EHCP).

Make a complaint

Follow these steps in order. Move on to the next step if your complaint is not resolved.

1. Talk to the class teacher.
2. Talk to the school's Inclusion leader
3. Follow the school's complaints procedure as per the school's complaints policy. The TEACH Trust complaints procedure is available on each school's website and can be requested via the school office
4. Complain to the ESFA

Policy reviewed June 2021

Next review date June 2022

Equality Impact Assessment

✓Question	Response	
Which relevant groups and stakeholders have been consulted with in relation to this policy?		Please tick
	Pupils	✓
	Trustees	✓
	Staff	✓
	Parents/Carers	
	Local Authority	✓
	Trade Unions	
What are the arrangements for monitoring and reviewing the actual impact of the policy?	Other Advisors (give details)	
	Termly	
	Annually	✓
	When applied	
	If legislation changes	✓
	If a formal complaint	

Characteristic Group	Is there a potential for positive or negative impact?	Please explain and give examples of any evidence/data used	Action to address potential positive/negative impact (e.g. adjustment to the policy)
Disability	✓		
Gender reassignment			
Marriage or civil partnership			
Pregnancy and maternity			
Race			
Religion or belief	✓		
Sexual orientation			
Sex (gender)			
Age			
SEN	✓		
Vulnerable	✓		
Traveller, migrant, refugees and people seeking asylum	✓		
EAL			